DOCUMENT RESUME

ED 175 581 RC 011 270

AUTHOR Beckham, Joe; Flood, John
TITLE Wilderness School Staff Report: 1978-1979.
INSTITUTION Wilderness School, Goshen, Conn.
PUB DATE 77
NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Agency Role; Budgets; Correctional Rehabilitation; *Delinquent Rehabilitation; Delinquents; Followup Studies; *Intergroup Relations; Objectives; Outdoor Education; Program Evaluation; Referral; *Responsibility; *Self Concept; Staff Orientation; State Aid; Student Opinion; Success Factors; Theories; Youth Agencies; *Youth Programs
IDENTIFIERS *Adventure Education; Wilderness Programs; Wilderness School CT

ABSTRACT

Created in 1974, the Connecticut Wilderness School is a successful program for breaking patterns of failure due to negative self-image and instilling positive values of confidence and responsibility in order to develop constructive attitudes and behaviors in young people aged 15 to 20 who have run into trouble with the law. The wilderness program has 3 components: a 2-day introduction for referral agency staff, a 14-20 day wilderness challenge for students, and a year-long follow-up period during which the referral agency is committed to assist the graduate. Organized around rigorous outdoor activities, the wilderness section consists of increasingly difficult group and individual challenges to improve self-image and create responsible, functioning communities from groups of 8-12 students. Follow-up activities include periodic recontact via newspapers, reunions, parent nights, a telephone help-line, and brush-up courses for graduates. With a $66,000 budget and 47 graduates the first year, the program has grown to a proposed budget for 1976-77 of $89,000, a full-time staff of 3, and supplemental summer help, which would support orientation for 60 referral agency staff members, wilderness experience for 144 students, and follow-up for 300 graduates, at a per student cost of $625/year. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175581

SEP 1978
ERIC/CRESS
RECEIVED

A PROSPECTUS

THE CONNECTICUT WILDERNESS SCHOOL

1976-77

P. O. Box 2243

Goshen, Connecticut 06756

by

Joe Beckham

John Flood

RC011270

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Flood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WILDERNESS SCHOOL

INTRODUCTION.....1

COMPONENTS OF THE PROGRAM.....1

- Agency Orientations.....2
- Wilderness Challenge.....2
- Follow-up.....3

HISTORY.....3

THEORY.....5

OBJECTIVES.....6

EVALUATION.....7

- Empirical Studies.....7
- Student Opinions.....8

BUDGET.....9

Addendum: Function Summary of the Wilderness School Budget for FY 75, 76, 77

INTRODUCTION

The Wilderness School program is designed for young people ages fifteen through twenty, who have run into trouble with the law. The School seeks to turn young people around, to break the patterns of failure created by their negative self-image and to instill in them the positive values of confidence, compassion and responsibility so that these values can lead to the development of constructive attitudes and behaviors. We consider referrals from agencies throughout Connecticut, including Community Youth Service Bureaus, Boards of Education, Group Homes, Juvenile and Superior Courts and the Departments of Children and Youth Services, Adult Probation, Corrections and Education. We accept students who show a readiness for growth and change in their lives and who are committed to doing something positive about their situation.

If a young person understands our program and its purposes, is in normal health, and makes a genuine commitment to work with the program for a full year, the School has only one further criterion for participation: THE AGENCY REFERRING THE PROSPECTIVE STUDENT MUST OBLIGATE ITSELF TO THAT STUDENT FOR THE LENGTH OF THE FOLLOW-UP PERIOD. Normally, agency obligations will include staff participation in a two-day course and a contractual commitment to the student specifying what services the agency will provide in the year following the student's graduation from the wilderness challenge. Agency services are expected to include job training and placement, re-entry into the educational system, a new living situation (if needed), and counseling.

COMPONENTS OF THE PROGRAM

The Wilderness School provides two-day introductory courses for referral agency staff, fourteen to twenty-day wilderness challenge experiences for students and a year-long follow-up that reinforces the learning experiences of the wilderness challenge once the graduate is back in the community setting.

a. Agency Courses

Each spring, Wilderness School conducts seminars for referring agency personnel. A seminar will typically involve ond day of river canoeing and a second day of hiking and basic rock-climbing. Participants, in groups of eight to twelve, meet at a predetermined location, receive all necessary equipment for the seminar, and are returned to the same location at the conclusion of the thirty-six hour course. Through the challenge of negotiating white-water, climbing and hiking, and through periodic discussion of the Wilderness School program, participants

have an opportunity to:

1. Understand the Wilderness School program through direct experience, enabling them to convey a better understanding of the program to prospective student referrals;

2. Establish contacts and exchange information with professional colleagues so as to expand the network of services available to their clients;

3. Assess the implications of the School for juvenile constituents; and

4. Renew themselves.

b. Wilderness Challenge

Wilderness challenge courses last from fourteen to twenty days and are conducted from late spring to early fall. Each course involves the presentation of progressively more difficult group and individual challenges in order to develop an improved self-image and to bring a group of individuals together into a responsible, functioning community. Participants are organized in crews of eight to twelve with two instructors assigned to each group. Activities including initiative problems, rock climbs, rappels, white-water canoeing and other physical challenges, are designed to produce success experiences which enable participants to learn that their potential is greater than they suspect. Expeditions, involving rigorous backpacking treks and canoeing trips, further enhance the sense of self-confidence and group responsibility associated with the total course.

c. Follow-Up

To compliment a referred agency's one year commitment to a student, the School provides periodic recontact with graduates. The aim of the cooperative follow-up effort is to foster the positive transfer of attitudes and behaviors learned from the program, enabling the graduate to function effectively in a community setting. The School publishes a quarterly newsletter and provides a phone help-line contact for graduates. It also sponsors reunions, parent-night programs and short courses for alumni to reinforce the wilderness challenge experience and assists referral agencies by introducing the program to additional community agencies and individuals in order to encourage further support for the follow-up program.

HISTORY

Wilderness School was created in response to the need for alternative treatment models for delinquent and pre-delinquent youth. The program was conceived by an ad hoc committee of concerned citizens who submitted a project proposal to the Connecticut Council on Human Services in January of 1974. An operating budget of $66,608 was appropriated by the Legislature with the intent that the pilot program would receive funding for a two or three year period, after which the School would become a private, non-profit corporation relying on special grants and tuitions for support.

In the first year of operation the School served forty-seven summer program graduates in the year-long follow-up and provided orientations for the staffs of twenty-seven agencies throughout the State. A full-time Director and Assistant Director were complimented by a summer staff of six instructors and three logistical support personnel. Sixty agency referrals came from a geographical area that included greater Hartford, Bloomfield, Middletown, Stafford Springs, East Hartford, Farmington, Glastonbury and surrounding areas.

The Connecticut Legislature appropriated $40,000 to enable the School to carry on its 1975-76 program and this amount was augmented by $48,483 in Comprehensive Employment Training Act funds received from the Connecticut Department of Labor. In addition to these funds, $10,000 was provided by the Connecticut Planning Committee on Criminal Administration to expand agency orientation and a three-year, $15,000 grant for follow-up was obtained from Connecticut General Insurance Company.

In its second year of operation the School has expanded to serve one-hundred summer program graduates and over one-hundred and thirty follow-up students. A full-time Director plans and administers the School's program and coordinates the activities of a full-time Assistant Director who supervises the follow-up program of the School; a Field Coordinator who supervises the wilderness challenge programs and a summer staff of sixteen. All three permanent staff work directly with referral agency personnel and with students to provide counseling and consultation in the local community setting and instruction and guidance in the School's outdoor programs. The expanded 1975 summer program included agency referrals from New Haven, Willimantic, Danbury, Waterbury, Bridgeport, Derby, West Haven, Norwich, Manchester, Hamden and Plainville in addition to those communities served in the summer of 1974.

THEORY

The theory underlying the Wilderness School was summarized by Jerome Bouchard of the Connecticut Department of Corrections in the initial proposal for the program:

> "One theory holds that failure, and the negative self-images resulting therefrom, is a prime contributing factor to delinquency. This theory views the pattern of delinquency as a pattern of failure in many or all of the socially acceptable spheres; school, home, peer relationships and a number of others, forcing a rejection of these traditional areas of endeavor and a turn to delinquent behavior in a search for success and a self-esteem on the part of the individual.
>
> Subsequent entanglement with the criminal justice system reinforces and enhances already negative self-images, trapping the adolescent in a hopeless circle of rebellion, failure, a lowering of self-esteem, further rebellion...this theory holds that a successful (Wilderness School) experience exposes such an individual to highly significant, socially acceptable success, significant by virtue of the dramatic and challenging context in which it must be achieved. This in turn leads to a re-evaluation of self-worth, a break in the failure syndrome, and a reawakening of identity with socially accepted goals. Also, the...experience vividly illustrates and encourages several other traits and attitudes historically lacking in the delinquent adolescent; a reliance on and trust in others, both peers and authority figures, the ability to exist, cooperatively and in harmony with a group, and the necessity of thought preceding action, an important lesson for the delinquent adolescent habitually motivated by impulse alone.

An instructor in the first Wilderness School course of 1974 described the goal of the course as a "physical route to change mental attitudes." The Wilderness School route involves the continuous modification of behaviors leading to the internalization of values. The process frequently begins with the participant's awareness of some characteristic or value. For example, a student may become aware of the satisfaction that results from successfully dealing with a group initiative problem. As further successes occur, the student gradually attaches emotional significance to the experiences and learns to value them. Repeated satisfaction derived from overcoming challenges leads to a willingness to seek out and vigorously attack problems interfering with the individual's life.

Students relate the experience of success to other experiences which have attained value, and as the process continues, this can lead to an interrelated value structure that becomes a "set" or generalized way of behaving which is personally gratifying as well as socially acceptable.

OBJECTIVES

Viewed as a sequence of affective behavioral objectives the wilderness challenge component and the follow-up would include the following experiences:

INITIALLY, THE PARTICIPANT WILL DISCOVER:
---the satisfaction that arises from working hard with others
---the fulfillment that results from confronting problems and overcoming them
---an understanding that there may be more than one acceptable point of view among a group of people

AT AN INTERMEDIATE STAGE THE PARTICIPANT WILL DEVELOP:
---a tolerance of others with needs and interests of their own
---an appreciation for human values and judgments as communicated by others
---an ability to solve problems in a group setting

ULTIMATELY, WILDERNESS SCHOOL OFFERS THE PARTICIPANT THE OPPORTUNITY TO LEARN:
---to seek solutions to and effectively solve problems
---to consider the needs and wishes of others in a group
---to assume responsibility for duties as a group member
---to participate actively and thoughtfully in group activities
---to confront challenging situations in a reasoned and confident way
---to enable other persons to attain satisfaction of their needs
---to develop a personal and community code of behavior based on ethical principles
---to revise judgments and change behavior in the light of experience
---to celebrate him/herself as an active, compassionate and responsible human being

EVALUATION

a. Empirical Studies

The success of the Wilderness School and similar programs is well documented by empirical evaluation (Godfrey, 1974). Studies of high school students engaged in wilderness challenge programs have demonstrated positive growth in

self-concept (Fornander, 1974), improved self-understanding, improved relations with students from other racial groups, improved understanding of society, and improved sense of the value of education (Elledge, 1973). When "challenge" programs have been provided for inner-city, low achieving students, documented results have shown that students attained a stronger, more positive, and less alienated self-perception, coupled with a greater capacity to see other people as individuals who can be positive and helpful (Schroder and Lee, 1967). In Massachusetts, a long term study of sixty adjudicated delinquents who participated in a wilderness challenge program demonstrated that program graduates had a recidivism rate of 20% compared to figures of 40% for the State of Massachusetts and 50% to 60% for the nation (Kelly and Baer, 1969). In an investigation of forty-seven participants in the 1974 Wilderness School program, data on social functioning demonstrated that program graduates are less likely to be in trouble with the law, less involved with drugs and alcohol abuse, and less dependent on welfare and other social aid services relative to where they were before the course and when compared to a sample group of non-Wilderness School young people (Cytrynbaum, 1975).

b. Student Opinions

The most effective testimony on Wilderness School's impact comes from program graduates. The quotes that follow were obtained from letters, journals and media quotations from former students of the Wilderness School:

"...we gain from the contributions of each individual. We all have something to give. That is why it is so important that each member of the group say 'I will try.'"

"One thing I've learned from Wilderness School is that I have to face the responsibilities that are mine."

"One of the advantages of being human is the emotions you can express. I feel that I learned how to be human at the School."

"My satisfaction and joy comes not from what I say to you, but from what I do and from what I see in you. I guess it (Wilderness School) proved to me that doing is more important than what I say I'll do."

"When I came I didn't know what to expect or how to deal with people. Now I think I can react in a decent way with alot more confidence."

"Now I know what I was puttin' my parents through."

"It is this simple. If I never try anything I never learn anything. If I don't take a risk, I stay where I am."

"One of the meanings of this course is to put your fear in your back pocket and do it."

"It is something else the way our crew came to trust each other and be open with each other."

"I really felt good for somebody today. Cheri spent hours on the cliff, but she didn't stop till she reached the top. She was so happy she was crying."

"All of us have learned to overcome our fears and live with people, which, in my opinion, is what Wilderness School is all about."

"I truely think this course has helped my thinking 100% about myself and my life and the life of my parents and peers. I hope the kids next year get the same thing out of this course."

"Man, how do you describe nineteen days that changes your whole life?"

BUDGET

In anticipation of a third year of operation in fiscal 1976-77, a Wilderness School Board of Directors has organized as a non-profit, tax exempt corporation to assist the Council on Human Services in generating funding for the school. A budget requesting $89,917 has been submitted to the Governor, with the prospect that a substantial part of this total can be off-set by a combination of federal funds (provided through the Department of Labor and the Law Enforcement Assistance Administration), tuition payments, and private donations and grants. As projected, this budget would permit the Wilderness School to:

1. Provide an orientation program for sixty staff members of referring agencies;
2. Provide a Wilderness Challenge Program for one-hundred and forty-four participants referred from various youth service agencies in Connecticut;
3. Provide a series of short courses that can be adapted to permit recontact with up to three hundred graduates of the Wilderness School.

LINE - ITEMS

Permanent Full Time Positions		39,791
Director	16,800	
Assistant Director	13,077	
Field Coordinator	9,914	

Summer Temporary Positions		20,410
24 Instructors at $500 per course	12,000	
4 Logistics Staff for twelve weeks	6,904	
2 Staff Assistants at $2.15 hourly ten weeks	1,505	
TOTAL PERSONAL SERVICES		60,201
Other Expenses		
Printing	720	
Fees	50	
Travel	1,000	
Utilities	600	
Telephone	1,200	
Laundry	480	
Rents - Storage	3,600	
Equipment Repairs	100	
Motor Vehicle Repairs	500	
Consulting	600	
Vehicle Rentals	3,180	
Postage	500	
Food ($3.00 per person daily)	11,760	
Clothing	400	
Maintenance Supplies	750	
First Aid Supplies	1,150	
Office Supplies	200	
Recreational Equipment (packs, sleeping bags, rope)	1,426	
Miscellaneous (Life Jackets, paddles, stoves maps, cooking gear, photographic materials)	1,500	
TOTAL OTHER EXPENSES		29,716
TOTAL BUDGET		89,917

BUDGET NARRATIVE

Salaries for full-time staff reflect a continuation of the remuneration provided at the initiation of the project in 1974. As the program expanded from sixty referrals in 1974 to one-hundred and twenty referrals in 1975, the position of field coordinator was evolved to schedule and supervise the field operations of the program. This addition frees the Assistant Director to conduct the follow-up and recruitment program of the School and allows the Director to plan, program, budget and coordinate the activities of the three component parts of the operation.

Summer temporary positions include payments to instructors on a per course basis. The rate prescribed is consistent with the scale for programs of this type. The salary for the continuous services of four field staff was established in the first year of the School's operation, and is essential to attract individuals with the expertise to supervise field activities. The two assistants include a photographer who documents the student's participation in the program and a clerk-typist to assist the administrative staff with the paperwork generated by the summer operation.

All contractual services indicated are estimated from the experiences of the program during the two preceding years. Costs for equipment repairs, laundry, parking and camping fees and permits, postage, storage, vehicle repairs and rentals, telephone, travel, utilities and printing costs reflect the cost for these lineitems over the 74 and 75 fiscal years. Consulting costs include charges for outside assistance in training summer instructional staff in counseling processes and emergency medical procedures.

Food costs are largely self-explanatory given the breakdown of participants served by the 76-77 program. Three dollars per day per person is a figure slightly exaggerated from the cost to serve individuals in the 1975 program, but food costs can reasonably be expected to rise, particularly for the dehydrated and pre-packaged food required by the program.

Wilderness School is compelled to buy the safest and most durable equipment available. Our backpacks, which are specially designed and made to give us the highest life expectancy of all individual gear, last for about four years. Given this rate of reliability, we intend to replace the packs at the rate of fifteen each season in order to maintain an inventory of sixty packs yearly. Sleeping bags, with washing and regular repair, can be expected to last four seasons, hence they have a similar replacement rate. Ponchos, stoves, life jackets and climbing hardware have an approximate life of two seasons and thus one-half of the inventory of these items must be replaced each year. Items that must be replaced each year include rope, maps, webbing, photographic materials, canoe paddles, shirts, first aid supplies and cooking gear.

BUDGET BY OPERATING FUNCTIONS

SUMMER WILDERNESS CHALLENGES COMPONENT

Director at one-third	5,600
Field Coordinator at one-third	3,305
Summer Staff	20,410
Equipment at 70%	3,797
Contract Services at one-third	4,177
Food	10,500
Total	47,789

FOLLOW-UP COMPONENT

Director at one-third	5,600
Assistant Director at two-thirds	8,718
Field Coordinator at one-third	3,305
Equipment at 20%	1,086
Contract Services at one-third	4,177
Food	900
Total	23,786

AGENCY ORIENTATION COMPONENT

Director at one-third	5,600
Assistant Director at one-third	4,359
Field Director at one-third	3,305
Equipment at 10%	541
Contract Services at one-third	4,177
Food	360
Total	18,342
TOTAL	89,917

The operating function budget estimates costs for each of the School's program components. While the breakdown provides some picture of how the total program operation allocates funds, such a breakdown ignores the fact that the program is an integrated whole. Thus, estimates for staff time, contract services and equipment are no more than approximations.

The operating functions budget permits cost comparison of the Wilderness School's wilderness challenge component with similar stress-challenge programs offerred by American Outward Bound Schools and similar institutions. Per student costs for twenty-six day program of Outward Bound is $650. The National Outdoor Leadership School of Gardiner Wyoming, offers a twenty-one day program for $600. Student charges for these Schools do not include costs of transportation to the School's location. In comparison, Wilderness School offers the same program in Connecticut at a per student rate of $332. Coupled with an orientation for agency staff and a year-long follow-up program for graduates, Wilderness School's per student cost is still only $625.

ALTERNATIVE BUDGET PROJECTION

As an alternative to the state budget proposed for fiscal 1977, the Wilderness School is prepared to operate a program serving ninety-six students and forty referring agency staff members as follows:

Permanent Full Time Positions		39,791
Summer Temporary Positions		12,957
16 Instructors at $500 per course	8,000	
2 Logistics Staff for twelve weeks	3,452	
2 Staff Assistants at 2.15 hourly	1,505	
TOTAL PERSONAL SERVICES		52,748
Other Expenses		
Printing	480	
Fees	50	
Travel	667	
Utilities	600	
Telephone	1 200	
Laundry	320	
Rents-Storage	3,600	
Equipment Repairs	100	
Vehicle Repairs	500	
Consulting	600	
Vehicle Rentals	3,180	
Postage	340	
Food	7,840	
Clothing	266	
Maintenance Supplies	750	
First Aid Supplies	766	
Office Supplies	200	
Recreational Equipment	950	
Miscellaneous	1,000	
TOTAL OTHER EXPENSES		23,409

TOTAL BUDGET 76,157

Costs per student for this alternative budget would increase to $793, but overall program costs would be reduced by $13,760 without substantive change in the effectiveness of the program.

FUNCTION SUMMARY OF WILDERNESS SCHOOL BUDGET AS SUBMITTED TO THE GOVERNOR ON THE FIRST OF SEPTEMBER 1975

		FUNDING	POSITIONS As of 7-3-75 Filled	POSITIONS As of 7-3-75 Vacant	1975-76 New	Total as of 7-1-76	REQUESTED 1976-77 New	REQUESTED 1976-77 Total	BUDGETING SEC. RECOMMENDED 1976-77 New	BUDGETING SEC. RECOMMENDED 1976-77 Total	RECOMMENDED 1976-77 New	RECOMMENDED 1976-77 Total
PERSONNEL SUMMARY	Permanent Full-Time Positions	General Fund	2			2	1	3				
		Federal Contributions CETA	1			1	1	1				
		Private Contributions										
	Other Positions Equated to Full-Time		ACTUAL 1974-75		ESTIM 1975-76							
		General Fund	3					8				
		Federal Contributions CETA			8							
		Private Contributions										

CURRENT EXPENSES			EXPENDITURES Actual 1974-75	EXPENDITURES Estimated 1975-76	REQUESTED 1976-77	BUDGETING SEC. RECOMMENDED 1976-77	RECOMMENDED 1976-77
PERSONAL SERVICES	6.	Permanent full-time positions	25,560	28,607	39,791		
	7.	Other positions SUMMER workers	15,358	23,934	20,410		
	8.	Fees					
	9.	Overtime					
	10.	Other					
	11.	TOTAL PERSONAL SERVICES	40,918	52,541	60,201		
		CETA					
	12.	Less Reimbursements		(39,346)			
	13.	TOTAL PERSONAL SERVICES-NET	40,918	13,195	60,201		
CONTRACTUAL SERVICES	14.	Advertising 2-1					
	15.	Printing & Binding 2-2	568	400	720		
	16.	Dues & Subscriptions 2-3					
	17.	Fees 2-4	42	50	50		
	18.	Licenses 2-5					
	19.	Travel - in State 2-61	1,655	500			
	20.	Travel - out-of-State 2-62	1,280	1,200	1,000		
	21.	Transportation of Persons 2-7					
	22.	Freight, Cartage & Express 2-8		25			
	23.	Utility Services 2-9			600		
	24.	Telephone & Telegraph 2-10	581	500	1,200		
	25.	Laundry, Dry-cleaning & Towel Service 2-11	282	285	480		
	26.	Rents & Storage 2-12	175	3,200	3,600		
	27.	General Repairs 2-13		90	100		
	28.	Motor Vehicle Repairs 2-14	347	500	500		
	29.	Insurance 2-16, 2-17, 2-18, 2-19					
	30.	Board & Care in other institutions 2-20					
	31.	Sundry Operating Expenses 2-22	117	1,025	300		
	32.	Fees for outside Professional Services 2-23	420		300		
	33.	Fees for Non-professional Services 2-24	82	100			
	34.	Motor Vehicle Rentals 2-25	1,414	1,300	1,160		
	35.	Data Processing Rentals 2-26					
	36.	Data Processing Services 2-27					
	37.	Postage 2-28	248	500	500		
	38.						
COMMODITIES	39.	Agricultural, Horticultural & Dairy 3-1					
	40.	Food 3-4	8,395	9,500	11,760		
	41.	Clothing 3-5	161	330	400		
	42.	Personal Supplies 3-6	20				
	43.	Maintenance Supplies 3-7	764	750	750		
	44.	Laundry, Cleaning & Disinfecting 3-8					
	45.	Drugs, Medicines & Serums 3-9	736	750	750		
	46.	Medical & Laboratory Supplies 3-10	490	500	400		
	47.	Fuel 3-11					
	48.	Motor Vehicle Supplies 3-12	3				
	49.	Office Supplies 3-14	438	500	200		
	50.	Educational, Religious & Recreational 3-15	4,538	5,500	1,426		
	51.	Data Processing Supplies 3-16					
	52.	Miscellaneous 3-19	1,534	1,600	1,500		
	53.	Repair Materials 3-20					
	54.	Commodities purchased for resale 3-23					
	55.						
SUNDRY	56.	Payments to Inmates & Patients 5-8					
	57.	Fringe Benefits 5		9,135			
	58.						
	59.	TOTAL OTHER EXPENSES (CETA)	24,290	38,440	29,716		
	60.	Less Reimbursements		(9,135)			
	61.	TOTAL OTHER EXPENSES-NET	24,290	29,305	29,716		
	62.	Other Current Expenses					
	63.	TOTAL CURRENT EXPENSES	65,208	29,305	89,917		
	64.	Payments to Contractors & Landowners					
	65.	FUNCTIONAL TOTAL-GENERAL FUND	65,208	42,500*	89,917		
	66. Additional Funds Available	Federal Contributions CETA	1,400	48,482			
		Private Contributions					
	67.	TOTAL FUNDS AVAILABLE	66,608	90,982	89,917		

*074 5,869 - paid during July ($3,369 shown on BR4)
021 40,000 - appropriated
FUNCTION SUMMARY 45,869

ADDENDUM